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ABSTRACT

Begun in December, 1988, the Michigan Early Childhood Education Preschool (MECEP) program for high-risk 4-year-old children was serving 136 pupils by February, 1989. A process evaluation focused on cognitive, psychomotor, parent participation, education, and language development objectives and on the scheduling of class activities. The evaluation was conducted at five sites. Classroom observation revealed that: (1) except for grouping and regrouping, activities to meet daily objectives were being conducted; (2) a record of parent participation was maintained at all sites; (3) labels were posted on objects throughout classrooms to assist children's word recognition; (4) language-related displays, such as lists, recipes, and experience stories, were readily apparent in each classroom; (5) teachers varied greatly in their employment of language production and enhancement techniques; (6) a review of pat phrases used by teachers revealed that affective as well as cognitive and psychomotor activities were taking place; and (7) there was a wide variation in methods used to schedule center-to-center free play. It was concluded that even though improvements were needed, the program was operating as planned. Recommendations for program improvement are listed. The appendices provide checklists of at-risk factors, program components and objectives, and activity and language observation. (RH)

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MICHIGAN EARLY CHILDHOOD EDUCATION PRESCHOOL PROGRAM PROCESS EVALUATION REPORT

1988-89

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PROCESS
EVALUATION REPORT

1988-89

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
Department of Evaluation, Testing, and Research

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April, 1989

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INTRODUCTION

This is the first year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at risk" four year old children. The District has operated for the past eighteen years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 19 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; physical and/or sexual abuse and neglect; nutritionally deficient; developmentally delayed; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); lack of a stable support system or residence; destructive or violent temperament; substance abuse or addiction; language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; family history of delinquency; family history of diagnosed family problems; low parental/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; chronically ill parent: physical, mental or emotional; incarcerated parent; housing in rural or segregated area; and rural or isolated setting.*

*(From 1988-89 Application For State Allocation Grant, Early Childhood Education Program, page 18 with local criteria of PRSD added as suggested.)

An accounting of this year's 136 pupils by the various "at risk" factor(s) that made them elgible for participation can be found in Appendix A.

The MECEP operated at five elementary sites: Herig, Jerome, Kempton (p.m. only), Merrill Park, and Zilwaukee (a.m. only). Because of late receipt of the MECEP monies, the program started the week of December 5, 1988 at the five sites.

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

PROCEDURES FOR PROCESS EVALUATION

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that might influence program outcomes. For this program the process evaluation was accomplished by means of an on-site observation of classrooms by the evaluators.

The observation instrument (see Appendix C for copy) was designed jointly by the evaluator and program supervisor. The checklist portion of the instrument dealt with the cognitive, psychomotor, and parent participation/education components of the MECEP program. The three questions that follow the checklist centered upon language development related to labels/posters displayed in the room and teacher behaviors to increase language production of pupils for each 45 minute block of time during the half-day observation.

PRESENTATION AND ANALYSIS OF PROCESS DATA

Half-day observations were conducted by two program evaluators. Every prekindergarten classroom site (N = 5) was observed. The MECEP Program Activity Observation Checklist and Associated Language Observation Instrument, 1988-89 (see Appendix C) was the instrument used for the observations. The primary focus of the observations was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the three language observational items related to labels on objects, language related displays, and language production/enhancement techniques employed by the preschool teachers. Classrooms were observed between March 6-9, 1989.

Each evaluator spent an average of 162 minutes observing in each classroom. There were between 14 to 17 pupils in attendance per classroom observed with the modal number of children being 17. Four of the five rooms (80.0%) had at least one parent helping out in the classroom and one room had two parents acting as helpers. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Component Results

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

TABLE 1. NUMBER AND PERCENT OF CLASSROOMS DISPLAYING ACTIVITIES RELATED TO COGNITIVE, PSYCHOMOTOR, AND PARENT PARTICIPATION OBJECTIVES OF THE MECEP PROGRAM, MARCH, 1989.

Component	Objective Number	MECEP Objectives	Number And Percent Of Classrooms (N=5) Conducting Activities Related To Each Objective	
			#	%
Cognitive	1	Properties of Object; i.e., shape color, hardness (five senses)*	5	100.0
	2	Social Knowledge (i.e., work roles)	5	100.0
	3	Grouping and Regrouping (i.e., classification)*	2	40.0**
	3	One-to-One Comparison (i.e., mathing, pouring, getting coats, rearranging collections) [Subskill of 3]	5	100.0
	4	Transitive Relations (i.e., length height, weight, shades, hardness)	4	80.0
	5	Temporal Ordering of Events	5	100.0
	6	Expressive Language: Labeling (i.e., will name various objects room, in a picture, etc.)	4	80.0
	7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	2	40.0
	8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	3	60.0
	9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	5	100.0
Psychomotor	10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	5	100.0
	11	Linear Order (i.e., straight lines, counting)	5	100.0
	12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)	4	80.0
	13	Gross Motor Coordination*	5	100.0
Parent Participation/ Education	14-16	Record of Parental Participation Being Maintained	5	100.0

*These activities are to take place <u>daily</u> in <u>all</u> classrooms.

**Activities for this objective were those that required classification on one criterion and then using the same objects and shifting to a second criterion. The number and percentage would have been higher if classification on a single criterion would have been the standard.

As can be seen in Table 1 above, the following points can be made:

- Grouping and regrouping activities were observed in 40% of the classrooms rather than in all of them as called for in the program description.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 2, subskill of 3, 5, 9, 10, 11, and 13. Of these only objectives 1 (properties of objects), 10 (eye-hand coordination), and 13 (gross motor coordination) were specified in the program description as occurring on a daily basis as the observations verified.
- Of the remaining cognitive and psychomotor activities, objectives 4, 6, 7, 8, and 12 had the lowest percentage of occurrence with 80%, 80%, 40%, 60%, and 80% respectively.
- An up-to-date record of parental participation in the form of wall charts were observed in all five (100%) of the classrooms.

Language Development

The MECEP program also has a strong emphasis on increasing language production of preschoolers as well as displaying words/posters throughout the classrooms to generate interest in and recognition of words and concepts. The last three items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight significant conclusions stemming from a review of each.

Results to Language Development Items.

1. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	5	100.0

Labels Posted	Frequency
• Window	5
• Refrigerator	5
• Bathroom	5
• Sandbox	5
• Sink	5
• Record player	4
• Cupboard	4
• Closet	3
• Blocks	3
• Door	3
• Table	3
• Teacher's desk	2
• Doll corner	2
• Chalkboard	2
• Books	2
• Art center	2

- The following labels appeared in only one classroom: Chester, hamster, center, housekeeping, math board, calendar, water table, blue, red, yellow, piano, toys, games, mirror, clock, numbers, colors, flag, exit, shape puzzle, gerbils, hermit crabs, circle, finger plays, flexi blocks, uniflex cubes, science, farm, pattern, farm animals, cars, traffic signs, magnets, shells, goldfish, fruit market, home project, crayons, Q-tips, post office, geoboard and geobands, and counting cups.

2. Check if any of the following language related displays are present in this classroom.

Displays Observed	Frequency
• Lists	5
• Calendar/attendance/weather	4
• Recipes	3
• Experience stories	3
• Color posters	3
• Student information posters	3
• Rules	2
• Number posters	2
• Book posters	2
• Posters labeling objects	2
• The following displays occurred in only one classroom: Reading For Fun, Winter in Woods (with animal names), Meter-Yard-Foot Poster, and Rhymes.	

3. Tally the number of times the following language production/ enhancement techniques were employed by the teacher for each 45-minute period.

Tables 2, 3, and 4 below present the data by average, corrected average, and lowest/highest number of times respectively for both 45-minute blocks of time and the total half-day observation period.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	45-Minute Period 1st	2nd*	3rd*	4th**	Total For Observation
• Questions					
- Open-Ended	12.8	11.0	9.0	4.8	37.6
- Closed-Ended	16.6	8.6	8.2	6.0	39.4
• Restatement of Student Produced Responses					
- Exact Statement	6.4	5.8	5.0	2.2	19.4
- With Extension	12.6	7.0	7.0	3.6	30.2
Total	48.4	32.4	29.2	16.6	126.6

*School-wide assemblies interferred with language observations in two of the classrooms during portions of these periods.
**The fourth period was approximately 25 to 30 minutes in length.

TABLE 3. CORRECTED AVERAGE NUMBER OF TIMES* TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD.

Language Production/ Enhancement Technique	45-Minute Period 1st	2nd*	3rd*	4th**	Total For Observation
Corrected Total	48.4	54.0	67.0	35.6	205.0

*The average number of times were corrected in second and third periods by excluding teachers with assemblies and then projecting the results of the remaining teachers and in the fourth period by projecting the number of times to a 45-minute period such that the fourth period was comparable in length to the first three.

TABLE 4. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	45-Minute Period 1st		2nd*		3rd*		4th**		Total For Observation	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	5	22	0	22	1	18	3	11	15	62
- Closed-Ended	7	38	0	24	4	12	0	9	17	71
• Restatement of Student Produced Responses										
- Exact Statement	1	12	0	18	0	10	0	5	15	37
- With Extension	0	40	0	27	1	23	1	14	18	104
Total	13	112	0	91	6	63	4	39	65	275

*School-wide assemblies interferred with language observations in two of the classrooms during portions of these periods.

**The fourth period was approximately 25 to 30 minutes in length.

3. (Continued) Record "pat" phrases that were employed multiple times during a 45-minute period.

"Pat" phrases mentioned a multiple number of times are listed below under positive reinforcers and cues/prompts category headings.

Positive Reinforcers

- That's good!
- That's right!
- OK
- You remembered!
- I like the way (name) is ...
- Good job!
- Beautiful!

Cues/Prompts

- What do you see in the picture?
- What did she do next?
- Which one happened first?
- What do you think will happen?
- How did you feel?
- Do you have _____ picture?
- Let's say the alphabet.
- Let's count to 100 by tens.
- Put your thumbs up.

Observational Summary of Language Items. A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All classrooms (100%) have labels posted on objects throughout the room (approximately 19 per classroom).
- Even though the program supervisior distributed labels for objects to all teachers, there does not appear to be a common set of labeled objects in use beyond the five observed (i.e., window, refrigerator, bathroom, sandbox, and sink).
- Language related displays were evident in all classrooms with an average of approximately seven per room.
- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:
  - There appears to be a building in both question and restatement strategies employed through the third period and then a decline as the class period ends (see corrected data in Table 3).

- Closed and open-ended questions are used with approximately the same frequency.

- Restatement with extension accounted for approximately 61% and restatement of the exact statement accounted for the remaining 39% of all restatements of student produced responses by preschool teachers.

- There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total 65 and high total = 275).

- A review of "pat" phrases indicates that teachers are using positive reinforcement type statements consistent with affective objectives 14-17. Their use suggests that teachers reinforce behaviors such as seeking teacher input, displaying self-control, establishing positive peer interactions, initiating activities, working positively to complete tasks, and displaying curiosity/creativity many times per session.

- The repeated words/phrases related to cues/prompts suggest common wording is used to work on cognitive and psychomotor objectives 1-13.

General Observations

There appears to be wide variation in the operation of the daily classroom schedule related to how pupils move from center to center. At some sites there appeared to be a defined pupil rotation system from center to center which gave all preschoolers a chance to experience each center. While at other sites there seems to be no obvious system of rotation which is more in line with the MECEP guidelines. The program proposal suggests that pupils will be an active participant in planning their preschool day. This element of scheduling was only apparent at one of the five sites. Related to this plan (again in the program proposal) is the recall session during the snack at which time discussion would take place on what had happened today in preschool. This recall session again was lacking at a majority of the sites observed. The program supervisor, however, did not emphasize the use of the snack period as a time for recall.

SUMMARY

The Michigan Early Childhood Education Preschool (MECEP) program operated in five buildings. This is the first year the School District of the City of Saginaw has operated the state funded MECEP program for "at risk" four year old children. Due to the late receipt of MECEP monies, the program started the week of December 5, 1988. As of February, 1989 the program was serving 136 pupils based on various "at risk" factors (see Appendix A for an accounting of these "at risk" factors).

The process evaluation activities consisted of an on-site half-day classroom observation at each of the five sites. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are proposed to occur daily were taking place in all classrooms except for grouping and regrouping (objective 3); 2) a record of parent participation was being maintained in all five of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition; 4) language related displays (lists, recipes, experience stories, etc.) were readily apparent in each of the classrooms; 5) teachers were employing language production/enhancement techniques but the frequency by teachers varied greatly; 6) a review of "pat" phrases used by teachers revealed that affective as well as cognitive and psychomotor activities were taking place using such phrases; and 7) a wide variation in methods used to schedule center to center free play was observed.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine the MECEP program in Saginaw.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the MECEP proposal, the following recommendations are suggested to improve the operation of the MECEP program in the future.

- Activities to meet objective 3 (grouping and regrouping) were observed in 40.0% of the classrooms. If this objective is to involve only grouping (classification by a single criterion) then the objective should be renamed and this adjustment made clear in the program proposal.

- Remind teachers to use all the labels they have been given to name objects in their rooms so there will be more consistency between sites.

- Explore with teachers the possible use of the recall session during the daily snack as a period to generate more expressive language from students about the day's classroom activities/learnings.

- Based on the large differences between teachers in using language production/enhancement techniques with children, an expectation of the frequency of their use needs to be communicated to staff. Further supervision and inservice training may be called for if these expectations cannot be reached.

- The frequency of closed- to open-ended questions (approximately 50/50) is excellent. An inservice on how to better phrase open-ended questions may be warranted.

- Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual and/or video needs to be developed that spells out common daily preschool practices and procedures.

APPENDICES

APPENDIX A

"AT RISK" FACTORS USED TO DOCUMENT ELIGIBILITY FOR SAGINAW'S MECEP PROGRAM FEBRUARY, 1989.

"At Risk" Factors	Factors Used ( )	Documentation
1. Low birth weight	1	Premature
2. Developmentally immature	3	Teacher diagnosed
3. Physical and/or sexual abuse and neglect	1	Mother's documentation on Preschool Form
4. Nutritionally deficient	1	On special medication
5. Long-term or chronic illness	6	Enrollment Forms - Infectious Absents, Croup, Asthma
6. Diagnosed handicapping condition (mainstreamed)	3	Deformed hand - Project Find - Special Ed.
7. Lack of a stable support system of residence		
8. Destructive or violent temperament		

APPENDIX A

"At Risk" Factors	Factors Used ( )	Documentation
9. Substance abuse or addiction		
10. Language deficiency or immaturity	10	Seeing Speech Teacher Laotian Students
11. Non-English or limited English speaking household	7	Enrollment Forms - Laotions
12. Family history of low school achievement or dropout	20	Enrollment Forms - Laotions Information Cards
13. Family history of delinquency		
14. Family history of diagnosed family problems	1	Enrollment Forms Information Cards
15. Low parental/sibling education attainment or illiteracy	41	Enrollment Forms Information Cards
16. Single parent	37	Enrollment Forms Information Cards
17. Unemployed Parent/Parents	28	Enrollment Forms Information Cards
18. Low family income	54	Enrollment Forms
19. Family density	18	Information Cards

APPENDIX A

"At Risk" Factors	Factors Used ( )	Documentation
20. Parental loss by divorce or death	12	Enrollment Forms Information Cards
21. Teenage parent	1	Birth Certificate
22. Chronically ill parent (physical, mental or emotional)		
23. Incarcerated parent		
24. Housing in rural or segregated area	30	Enrollment Forms
25. Other (as identified by the applicant and presented to the State Board of Education to justify funding	110	Screening Score, 19 or below

APPENDIX B

MECEP PROGRAM COMPONENTS AND OBJECTIVES LISTING

Component: Cognitive

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
1. Physical Knowledge	- Feeling activities - Furry and other texture toys - Play dough - Smelling and handling vegetables	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.
2. Social Knowledge	- Books - Field trips - Films - Visitors - Role playing - Helpers in room	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.
3. Knowledge: Classification	- Color--blocks - Shape - Size - Texture - Tone - Utility - Smell - Taste - Calendar - Sorting	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.
4. Knowledge: Logical - Mathematics Seriation	- Length - Height - Weight - Shades of color - Hardness - Softness - Cuisenaire rods - Block tower building - Texture activities	September 6, 1988 to June 8, 1989	Teacher, Aide	70% of the pupils will answer at least 1 of 2 related items on PK SC
5. Spatio-temporal Knowledge: Structure of Time	- Show and tell - Story--book - Role playing - Science experiments - Calendar - Preparation of lunch, art, cleanup, home bound - Growth stages - Finger play - Farmer in Dell - Audio visual material	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will respond correctly to a least 50% of the relat items on PK SORT.

APPENDIX B

Component: Cognitive (con't.)

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name Title of Person Responsible for Implementation	Method Used to Evaluate Activity
6. Expressive Language: Labelling	- Naming pictures in storybook - Naming items in catalogue - Naming objects in house - Naming items in classroom - Tag pictures	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will label at least 4 object in a picture on the PK SORT.
7. Expressive Language: Mean Length of Utterance	- Retelling of story - Expounding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple)	September 6, 1988 to June 8, 1989	Teacher, Aide	30% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.
8. Expressive Language: Semantics	- Flannel board stories - Language stories - Emphasizing specifics - Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.
9. Expressive Language: Plot Extension/ Expansion	- Completing unfinished sentences - Adding endings to stories - Drawing inferences	September 6, 1988 to June 8, 1989	Teacher, Aide	50% of the pupils will use at least one elemer of plot extension in their description on the PK SORT.

APPENDIX B

Component: Psychomotor

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
10. Fine Motor Coordination	- Art work - Writing on board - Finger painting - Folding - Stirring pudding - Peg boards - Pouring - Geoboards - Puzzles - Cuisenaire rods	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will perform at least 3 of activities on the PK SOR
11. Spatio-Temporal Knowledge: Structuring of Space (Order)	- Games--straight line - Role playing - Manipulation of object (rods, blocks, toys) - Poetry - Prose - Counting days till - Finger plays - Bear Hunt - AAA - Ten Little Indians - Line drawings	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will correctly pattern 3 topological relations on the PK SORT.
12. Representation at the Symbol	- Sand drawings - Paper cutting - Cookie cutting with clay - "Simon Says" - Tracing - Rubbing	September 6, 1988 to June 8, 1989	Teacher, Aide	65% of the pupils will copy 3 of 4 shapes on PK SORT.
13. Gross Motor Coordination	- Rhythms - Dancing - Jungle gym - Free play activities - Balance beam - Mats--tumbling - Play all equipment	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the pupils will complete at least 3 of movements.

APPENDIX B

Component: **Affective**

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
14. Preference Value Teacher	- One to one relationship with an adult - Seeking adult as resource	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
15. Self-control	- Consistent classroom environment--inner control--freedom and responsibility	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
16. Positive Peer Interaction	- Sharing, selecting partners, initiating activities with others	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
17. Initiates activities	- Positive reinforcement	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
18. Positive Work	- Continues with task	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
19. Curiosity	- Questions, explores experiments	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.
20. Creativity	- Different ways to approach a task	September 6, 1988 to June 8, 1989	Teacher, Aide	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.

APPENDIX B

Component: **Parent Participation/Education**

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
21. Parent Participation	Parents will be expected to help out in the classroom or on field trips at least once per month.	September 6, 1988 to June 8, 1989	Teacher, Aide	60% of the families wil participate in classroo or on field trips four times per year.
22. Parent Education Program: Friday Meetings	Friday parent/child meetings will be held at least once per month covering learn-activities of the past month and what is planned in the future and how parents can help their child.	September 6, 1988 to June 8, 1989	Teacher, Aide	60% of the families wil participate in parent meetings four times per year.
23. Parent Education Program: Home Work Activities	Every two weeks a new homework assignment will be given relating to one of the first thirteen cognitive/psychomotor objectives.	September 6, 1988 to June 8, 1989	Teacher, Aide	80% of the families wil complete with the child nine home activities an return them to school.

APPENDIX B

Component: Curriculum

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October 1988 to June 1989	Program Supervisor	Review of meeting agendas and products developed. Committee will meet at least fou (4) times during the 1988-89 school /ear.

APPENDIX B

Component: Community Collaboration/Participation

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. To establish an Early Childhood Education Advisory committee	Advisory Committee meetings	October 1988 to June 1989	Program Supervisor	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1988-89 school year.

APPENDIX B

Component: Staff Development

Objectives	Activities to Accomplish Objectives	Beginning and Ending Dates	Name/Title of Person Responsible for Implementation	Method Used to Evaluate Activity
25. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	Appropriate inservice programs will be developed and implemented.	October 1988 to June 1989	Program Supervisor	75% of the ECC staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1988-89 school year.

APPENDIX C

MECEP PROGRAM ACTIVITY OBSERVATION CHECKLIST AND ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT 1988-89.

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coates, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to MECEP Program Examples of Preschool Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX C

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to MECEP Program Examples of activities for a detailed explanation of the types of activities.

APPENDIX C

1. Are labels posted on objects throughout the classroom?

___ No

___ Yes If yes, please list. _____

_____

_____

_____

_____

_____

_____

_____

2. Check if any of the following language related displays are present in this classroom.

___ Recipes

___ Calendar/Attendance/Weather

___ Experience Stories

___ Directions on posters (e.g., experiments, how to work tape recorder, etc.)

___ Lists

___ Rules

___ Other (please specify) _____

___ Other (please specify) _____

___ Other (please specify) _____

___ Other (please specify) _____

___ Other (please specify) _____

___ Other (please specify) _____

APPENDIX C

3. Tally the number of times the following language production techniques were employed by the teacher for each 45-minute period. Record "pat" phrases that were used multiple times and major learning activities during each period.

   A. First 45 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      With extension: _____

      _____

      _____

      "Pat" phrases: _____

      _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

APPENDIX C

B. Second 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

C. Third 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

D. Fourth 45 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

Closed-ended (right answer): _____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

With extension: _____

_____

_____

"Pat" phrases: _____

_____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX C

(Key for Classroom Activity Observation Checklist)

MECEP PROGRAM

Example of Preschool Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX C

(MECEP PROGRAM Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX C

(MECEP PROGRAM Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Ark work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till ____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomine -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps